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ABSTRACT

California State Standard 5.3 is delineated as: Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers. North American Indians once had inhabited regions now contained in the United States that stretched from far north to south and from the east to the west coasts. The Indian lifestyles were dependent on the resources that nature provided in the environment in which they lived. When the European colonists arrived, they learned many survival skills from neighboring Indians. But the interactions between settlers and Indians were usually unpredictable and unstable, at best. The lifestyles and beliefs of the Indians contrasted dramatically with those of the Europeans. This sample lesson offers an opportunity to examine instances of cooperation between Indians and colonists, reasons for conflicts, and the causes and effects of decisions that were made and actions that were taken. The lesson discusses significance of topic ("Beginning the Topic"; "Developing the Topic"; "Culminating the Topic"); assessment; extended and correlated activities; resources for the sample topic; focus questions; relevant vocabulary; and reading, writing. speaking, and listening (literacy) activities. (BT)

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CALIFORNIA History-Social Science
Course Models

Relationships Between the Colonists and the Indians

Grade 5 Model Lesson for Standard 5.3

Edited by Dr. Michelle Zachlod

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Relationships Between the Colonists and the Indians

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Unit III

Relationships between the Colonists and the Indians

Dr. Michelle G. Zachlod, editor, under the auspices of the California Department of Education.

5.3 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:

1. the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux].
6. the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

Sample topic addressing elements of Standard 3: Conflicts between Indians and Colonists
Suggested time: 8 class periods

Significance of the Topic

North American Indians once had inhabited regions now contained in the United States that stretched from far north to south and from the east to west coasts. Indian tribes that lived in different regions differed from each other in the clothing they wore, foods they ate, customs, language and political organization. Their lifestyles were dependent on the resources that nature provided in the environment in which they lived. When the European colonists arrived, they learned many survival skills from neighboring Indians. Ultimately, they also brought about drastic change in the lives of the Indian people.

The interactions between settlers and Indians were usually unpredictable and unstable, at best. The lifestyles and beliefs of the Indians contrasted dramatically with those of the European settlers.

Conflicts became part of their interaction as the settlers' desire for more land increasingly infringed on Indian territories, and Indians fought to reclaim the land on which they had lived. Communication was also difficult, in part because of language barriers, and in part because of differences in customs. Misunderstandings with resulting reactions were common. A major confrontation early in the colonization by Europeans was at Jamestown. There, in 1622, the Powhatan confederacy of Virginia led by the seventy-five year old, Chief Opechancanough, Powhatan's brother, massacred over 300 men, women and children and destroyed seventy-two of the eighty plantations that the colonists had established.

The Indians had many grievances that, combined with Opechancanough's hatred and desire for revenge for insults received at the hands of the English, provoked the attack. Jamestown, itself, might have been destroyed except for a warning given by a Christian Indian, Chanco, enabling the men at Jamestown to arm and put up a viable defense. The English then retaliated with an attack on an Indian village that housed approximately 1000 Indians, destroying it and scattering the warriors who had attacked them. For fourteen years the standoff continued until another massacre of an Indian village by the English was followed in 1644 by a final attack by the (then) ninety-nine year old Opechancanough, and a counter attack by the English, who ultimately vanquished the Indians.

In New England there were numerous conflicts between Indians and colonists. Offenses perpetrated by small groups on both sides flared into large confrontations. Massacres resulted in death and destruction of total colonial settlements or Indian villages. Both the Pequots and Wampanoags fought with and against the New England colonists. The Pequots were destroyed as viable group of people in an English raid that killed as many as 600 men, woman and children in fiery deaths. The Wampanoags were originally friends with the English during the life of Chief Massassoit. Relations deteriorated after his death when the English were suspected of killing one of his sons. In 1675, King Philip's war began, led by Chief Massassoit's son, Chief Metacom (known as King Philip). The Mohegans' allegiance remained with the English, but many other tribes sided with the Wampanoags. The war didn't end until 1678, leaving in its wake destruction and death of both the colonists and Indians.

Deadly confrontations continued, fired by the English and French who used the Indians to aid in their fight against each other. At first, because the French were mainly interested in hunting and trapping, they were not seen as a threat to Indian's land and were able to move into Indian territory more freely than the English. But, in 1608 a strategic mistake was made by Samuel de Champlain, the founder of the first French settlement in Quebec. He created an alliance with the Huron and Algonkin Indians who were the enemies of the Iroquois. The Iroquois were a powerful federation of five tribes (a sixth was added later). Throughout the 1600 and 1700's, battles were fought among the French, English, colonists, and Indians with significant losses on all sides. In 1697, a treaty ending King William's War in Europe resulted in the Iroquois and Abnakis agreeing to remain neutral in conflicts between the French and English. This became a great problem for the English colonists because the other Indian tribes continued their attacks in cooperation with the French, and eventually England. During each war that was fought: Queen Anne's War, King George's War, the French and Indian War, and the American Revolution, Indian's played a part, either by choosing sides, or by fighting on their own. The Indian's main goal was to get back their lands and protect the land they had. This never happened. In each treaty more and more land in the east was taken from the Indians, and they were pushed further west or to areas far from settlements. One of the

most devastating resettlements was in 1838 to 1839, 17,000 Cherokees were forced from their land in Georgia to lands west of the Mississippi to what is now Oklahoma. Many died along the "Trail of Tears."

It is important to take a balanced approach when presenting these historic events. Many terrible things occurred, to the environment and to the people, when ignorance, fear, greed, and vindictiveness motivated people's actions. The events that took place during this historical time period provide opportunities for reflection and the evaluation of actions from different perspectives and points of view. The California History/Social Science Framework provides guidelines for discussing ethical issues and using higher order thinking skills to problem solve, which would be appropriate for this unit. It is also important to point out that, in this struggling new nation, remarkable things were also accomplished, such as the creation of the Declaration of Independence, Constitution, and the Bill of Rights. There were times when differences were overlooked and people were able to work together for a common good.

The sample lesson offers an opportunity to examine instances of cooperation between Indians and the colonists, reasons for conflicts, and the causes and effects of decisions that were made and actions that were taken.

Focus Questions:

1. Where were the major Indian tribes located in eastern North America?
2. What were some of the characteristics of an Indian tribe that lived in the eastern region of North America?
3. Why was there both cooperation and conflict between the colonists and Indians?
4. Why did the friendly relations between the Wampanoags and colonists break down and become adversarial?
5. What motivated the government to make treaties with the Indians and then modify or break them?
6. What are some of the causes and effects of broken treaties and agreements with the Indians?

Sample Vocabulary Used in This Unit

treaties
massacre
tribe
settlements
colonists
cause and effect
territory
federation
conflicts
"Five Civilized Tribes"
Iroquois (Five Nations)

Literacy Connections

Reading

- Students working in cooperative learning groups will research an Indian tribe.
- Students research famous eastern Indian Chiefs.
- Students read their books to each other and/or to children in lower grades.

Writing

- Students label individual maps with the Indian tribes and territories.
- Students create graphic organizers that include significant characteristics of the tribes they studied.
- Students create a picture book on the tribe they studied that contains written facts and illustrations.
- Students to write individual letters.
- Students write a Bill of Rights from the Indian's perspective.
- Students create posters representing differing points of view.
- Students write book reports on famous eastern Indian Chiefs.
- Students create short plays or dramatizations.
- Students write a rationale.

Speaking

- Students share the information that they learned.
- Students debate points of view on land treaties.

Listening

- Students listen to ideas presented in group and class discussions.
- Students listen as others read the books they created.
- Students respond to each other in the debate.

A
Beginning the Topic

Focus Question: Where were the major Indian tribes located in eastern North America?

There were many different Indian tribes that lived in the eastern territories of North America when the first colonists arrived. Provide students with maps that show Indian territories and a list of Indian tribes or groups (such as the Iroquois). Guide students in coloring and labeling individual maps with the Indian tribes and territories.

Focus Question: What were some of the characteristics of an Indian tribe that lived in the eastern region of North America?

Indian groups had their own distinct personalities as well as attributes held in common with other groups. Students working in cooperative learning groups will research a tribe (Cherokees) or group of tribes (Iroquois). "A First Americans Book Series" includes overviews and readable sources of information about the Cherokees, Sioux, Seminoles, and Iroquois (see Resources for Sample Topics).

Have groups create graphic organizers that include significant characteristics of the tribes they studied such as: clothes, foods, housing, ceremonies, roles and also that describe the environment in which they lived.

Ask each group of students to share the information that they learned.

Have individual students create a picture book on the tribe they studied that contains written facts and illustrations. Students can read their books to each other and/or to children in lower grades.

B
Developing the Topic

Focus Question: Why was there both cooperation and conflict between the colonists and Indians?

Provide information about the interactions between the Indians and newly arrived colonists in Jamestown and New England. Ask students why there was both cooperation and conflict? What could the colonists have done to prevent conflict? What could the Indians have done to prevent conflict?

Ask students to write individual letters from the perspective of either the Indians or colonists to the other telling them what they could do to promote friendly relationships. Use letters to encourage discussion about why the conflicts occurred. Create a large chart with the studen
ts to show causes and effects of actions taken by the colonists and Indians.

Begin a timeline that shows major conflicts. Add to the timeline throughout the unit when new information is found.

Focus Question: Why did the friendly relations between the Wampanoags and colonists break down and become adversarial?

There was cooperation between the colonists and Indians. The Wampanoags Chief, Massassoit, had protected and helped feed the early colonists at Plymouth, and the first Thanksgiving included Wampanoags. Discuss the benefits of groups of people working together compared to the disadvantages of being adversaries. Why did the friendly relations between the Wampanoags and colonists break down and become adversarial? What might the colonists have done to prevent the King Philip's War?

C
Culminating the Topic

Focus Question: What motivated the government to make treaties with the Indians and then modify or break them?

One problem that continued to worsen relationships between the settlers and Indians was the issue of broken treaties. What motivated the government to make treaties with the Indians and then modify or break them? Why did the government officials feel they were justified in going back on agreements with the Indians? How did the Indians feel in return?

Assign half the students to create posters that represent the government's point of view , and the other half, the Indian's point of view about the land treaties.

Students write a Bill of Rights from the Indian's perspective about keeping their lands.

Focus Question: What are some of the causes and effects of broken treaties and agreements with the Indians?

Work with students in listing some of the causes and effects of broken treaties.

Provide students with examples of grievances that the Indians had against the colonists and that the colonists had against the Indians. }\i Indian Wars and Warriors, East provides many examples of grievances, conflicts and actions taken by both the colonists and Indians, including making and breaking treaties (See Resources for the Sample Topic). Discuss what each might have done differently for a more positive outcome.

Students are assigned groups which either support the Indian's or the U.S. Government's point of view. Members of each group are chosen as representatives. The others in the group support them with facts and information.

Have each student write a book report on one of the famous eastern Indian Chiefs and draw or paint a picture to accompany it.

Many prisoners, mostly women and children, were captured by the Indians and assimilated into their tribes. Ask students to write journals explaining what it would be like to be taken from family and friends and brought into a new way of life. Journals can include descriptions of the lifestyle of the tribe in which they lived. This can be used as a culminating activity.

Assessment

Assessment is based on student products created throughout the unit. The focus questions provide a framework for evaluating the lesson. Students should be able to:

- describe why conflicts occurred between colonists, settlers, and Indians.
- describe some of the eastern Indian tribes and nations.
- explain the reasons that Indians were moved from their land and treaties were broken.
- characterize some of the significant Indian chiefs of the time.

Extended and Correlated Activities

Have groups of students create short plays or dramatizations portraying the interactions between colonists or settlers and the eastern Indians. Have them choose a specific incident or series of incidents to act out. Provide resources for groups to use to assure than their presentations are accurate. Design a rubric with the class that would identify key features to be included in the presentation.

Students can make individual dioramas of one of the tribes in their environment before the colonists arrived. Shoe boxes or larger boxes can be used. Brainstorm with the students materials that would be needed (some of which they can collect), such as: glue, scissors, construction paper, twigs, leaves, modeling clay, fabric, small pieces of wood, straw.

Students write a rationale for why they chose the materials and created the diorama the way they did.

Resources for the Sample Topic

Asikinack, Bill, and Kate Scarborough. *Exploration Into North America*. Parsippany, NJ: New Discovery Books, 1995. A well-illustrated, general overview of American Indian cultures and European exploration and colonization.

Bains, Rae. *Indians of the Eastern Woodlands*. Mahwah, New Jersey: Troll Associates, 1985. A very readable and practical nonfiction paperback, the book gives a good account of the clothes, food, and lives of its subjects.

Driving Hawk-Sneve, Virginia, illustrated by Ronald Himler. *The Cherokees: A First Americans Book* 1996. New York: Holiday House. This wonderful picture book with a simple format and easy to read text, is nonetheless interesting and informative, and gives an excellent overview of the Cherokees people. It also explains the causes and effects of the Cherokees relocation and the Trail of Tears. Virginia Driving Hawk Sneve has written other books on Indians that are excellent sources of information for fifth grade students.

Graymont, Barbara. *The Iroquois*. New York: Chelsea House Publishers, 1989. Recommended as a teacher's resource, this book covers many aspects of the Iroquois's history and culture, from earliest times to the present, and includes numerous photographs and illustrations. Topics include the Great Peace, extended lodges, European interaction, and the expansion of the Iroquois's power.

Gridley Marion E., illustrated by Robert Glaubke. *Indian Nations: The Story of The Iroquois*. New York: G.P. Putnam's Sons. 1969. Although this book is quite old, it portrays a balanced view of the Iroquois and there interaction and conflicts with the colonists and settlers. May be found in some libraries. A good resource for student reports.

King, J.C.H. *First Peoples, First Contacts: Native Peoples of North America*. Cambridge, Massachusetts: Harvard University Press, 1999. A resource that can be used by the teacher to gather information about the North American Indians. Not all chapters are applicable to the topic. Good photographs that can be shown to students and good maps of Indian territory and settlements.

Kopper, Philip and the editors of Smithsonian Books. *The Smithsonian Book of North American Indians*. Washington, D.C.: Smithsonian Books, 1986. This book has some wonderful photographs of North American Indian artifacts. Parts of the text would be useful for background information for the teacher, but it does not deal directly with the Indians and Engl
ish colonists/settlers.

Morris, Richard B., illustrations by Leonard Everett Fisher. *The Indian Wars*. Minneapolis, Minnesota: Lerner Publications Company, revised edition 1985. This book focuses on Indians who lived along the Atlantic Coast and the wars they fought with each other and the European colonists and settlers. The reading level is easy enough that this book can be used as a class reference. There are no photos and few pen and ink illustrations, but there are excellent black and white maps thr oughout the book which would be an excellent resource.

Murdoch, David, chief consultant Stanley A. Freed, photographed by Lynton Gardiner. *North American Indian*. New York: Alfred A Knopf, Inc., 1995. Filled with vivid, color photographs and brief descriptions of the artifacts shown, a number of chapters are devoted to the Indians who lived in eastern North America. Students would be fascinated by the real-life quality of the photographs and interesting facts.

Wellman, Paul I., illustrated by Lorence Bjorklund. *Indian Wars and Warriors, East*
1959. Cambridge, Massachusetts: Houghton Mifflin Company. This book is quite old and some of the terminology is dated, but the author tries to be objective, and provides informative and interesting accounts of the conflicts and battles between the colonists, settlers, and Indians.

Weinstein-Farson, Laurie. *The Wampanoag*. New York: Chelsea House Publishers, 1988. Although this book was placed in the juvenile section of the library, the high readability level would make it a difficult book for students to use as a resource. There are excellent black and white photographs of artifacts and pictures that would be interesting to the students. This would make an excellent teacher resource.

Yenne, Bill and Susan Garratt. *Pictorial History of the North American Indian*. New York; Exeter Books, 1984. This adult book is an excellent resource with wonderful illustrations and information about the North and Southeast tribes that can be shared with students. The book could also be used as a reference for above grade level readers. There are writings by Tecumseh, Chief of the Shawnee and descriptions of the conflicts between Iroquois and settlers, and lists of Indian tribes of the North and Southeast.

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